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Under promoting instruction she gives very definite suggestions as to how the actual work of these part-time schools should be carried on. The section dealing with placement tells how surveys of jobs may be made and also how the youths may be fitted to the jobs best suited to them. Regarding personal advice and assistance, definite instances are given of changes wrought in individuals and homes through personal contact with the co-ordinator. Throughout the discussion emphasis is placed on the fact that much of the success of part-time education depends on the character and personality of the co-ordinator. The discussion is brief, but definite and suggestive.

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*Vocational literature.*—The establishment of life-career courses in schools has outsped preparation for it. Teachers and counselors have been at a loss for trustworthy information on the work of life. To meet this need Frederick J. Allen, of the Bureau of Vocational Guidance of Harvard University, has compiled an extended bibliography<sup>1</sup> of vocations.

Sections i–ix deal with the nine great groups of occupations which have been outlined by the Federal Census. In each section are presented the vocations which are most common. In section viii, for example, “Domestic and Personal Service,” are found bibliographies of such vocations as barber, bell boy, janitor, waiter, etc. In section vi, “Public Service,” are found constable, detective, fireman, mail-carrier, etc. In this way two hundred and sixty-five different vocations are treated. Section x presents a list of general sources of about seven hundred references. Here are given annotations to show the content and value of the various books. Periodical and other references of temporary value are not listed. The fundamental nature of the material should make this guide of great value to all interested in vocational guidance.

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*Sex problems.*—One of the most important problems confronting parents and educators is how to develop among young men and women a proper sex morality. Ignorance and a certain false modesty have characterized the past attitude toward the problem. A publication<sup>2</sup> of the American Social Hygiene Association presents a discussion of this problem based on the “theory that there is some correlation between knowledge and conduct, that in the long run intelligence and not ignorance about the great and fundamental issues of life will advance human conduct.”

The author approaches the problem from the viewpoint of all human appetites, showing how all these appetites must be properly controlled and sublimated if one is to develop strong character and properly perform the

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<sup>1</sup> FREDERICK J. ALLEN, *A Guide to the Study of Occupations*. Cambridge: Harvard University Press, 1921. Pp. xiii+183.

<sup>2</sup> THOMAS WALTON GALLOWAY, *The Sex Factor in Human Life*. New York: American Social Hygiene Association, 1921. Pp. 142.

work of life. The following chapter headings indicate the trend of the discussion: "Appetites and Their Place in Life," "Nature of Sex and Some of Its Effects on Human Behavior," "Directing Appetites through Sublimation," "Practical Aids in Directing and Controlling the Sex Appetite," "Sex and Inheritance," and "Sex and Religion."

The book is written primarily for voluntary discussion groups of young men in colleges and deals directly with the sex factor as related to men. The question-and-answer method is used, which gives the discussion concreteness. The problem of educating younger boys regarding sex matters is considered, as well as the specific problems of the college period. The book will be most useful in the direct manner in which it is intended to be used. It is hardly suitable as a textbook, but will be valuable to teachers in directing their own thinking upon this subject, and in giving them a clearer understanding of their own obligations to young boys in these matters. As an inspiration and guide to serious-minded college men and teachers, this book can be very highly recommended.

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*Mathematics for secondary schools.*—Many new texts and revisions of old ones are being presented for use in schools of secondary grade. Among the books received during the year, the following are representative of the more significant efforts to reorganize the courses in mathematics at this level: *Modern Junior Mathematics*<sup>1</sup> is the third of a series of textbooks designed to cover the work of the seventh, eighth, and ninth grades. The three books aim to teach arithmetic, algebra, geometry, and trigonometry as one subject. The larger part of the third book is concerned with the study of algebra and includes the following topics: positive and negative numbers, the fundamental operations with integers and fractions, simple and quadratic equations, systems of linear equations in two unknowns, and systems containing one linear and one quadratic equation. The graph is used to illustrate the solutions of simultaneous equations.

The remainder of the book contains a brief chapter on the applications of the sine, cosine, and tangent functions; one on the meaning of logarithms and their uses in multiplying and dividing arithmetical numbers; and one chapter on geometry, leading up to the formal demonstrations of theorems on congruent triangles and parallel lines.

At the end of this course the pupil is prepared to take up the study of intermediate algebra or of demonstrative geometry.

*Plane Geometry*,<sup>2</sup> a new text by the authors of a well-known algebra series, is an excellent treatment of this subject. Unusual care has been taken to make the definitions, axioms, and proofs scientifically exact. The book contains

<sup>1</sup> MARIE GUGLE, *Modern Junior Mathematics. Book III*. New York: Gregg Publishing Co., 1920. Pp. xiii+241.

<sup>2</sup> HERBERT E. HAWKES, WILLIAM A. LUBY, and FRANK C. TOUTON, *Plane Geometry*. Boston: Ginn & Co., 1920. Pp. viii+305.